

Advisory Committee on Academic Programs

Minutes of July 12, 2012

Members Present

Dr. T. Michael Raley, Chair
Dr. Debra Boyd, Winthrop University
Ms. Donna Elmore, Orangeburg-Calhoun Technical College
Dr. Sam Hines, The Citadel (via teleconference)
Dr. David Mash, Lander University
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Harvey Varnet, University of South Carolina Beaufort

Guests Representing Members

Dr. John Beard, Coastal Carolina University, representing Dr. Robert Sheehan
Dr. Warren Carson, University of South Carolina Upstate, representing Dr. Charles Harrington
Dr. Kris Finnigan, University of South Carolina Columbia, representing Dr. Michael Amiridis
Ms. Stephanie Frazier, S.C. Technical College System, representing Dr. Hope Rivers (via teleconference)
Dr. Donna Hughes, Midlands Technical College, representing Dr. Ron Drayton
Dr. Debra Jackson, Clemson University, representing Dr. Doris Helms
Dr. Learie Luke, S.C. State University, representing Dr. Rita Teal (via teleconference)
Dr. Jeannette Myers, Francis Marion University, representing Dr. Richard Chapman
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Mark Sothmann

Staff Present

Dr. Argentini Anderson
Ms. Laura Belcher
Mr. Arik Bjorn
Ms. Saundra Carr
Ms. Renea Eshleman
Dr. Paula Gregg
Ms. Trena Houpp
Mr. Clint Mullins
Ms. Tanya Rogers

Guests

Dr. Robert Barcelona, Clemson University
Dr. Abel Bartley, Clemson University
Dr. Harry Davakos, The Citadel
Mr. Tim Drueke, Winthrop University
Dr. Richard Goodstein, Clemson University
Dr. Andrew Gowan, University of South Carolina
Dr. Lisa Johnson, Winthrop University
Dr. Tony Johnson, The Citadel
Dr. Karyn Ogata Jones, Clemson
Dr. Kathy Jones, The Citadel

Dr. Karen Kemper, Clemson University
Dr. Bill Maker, Clemson University
Dr. Spike Metts, The Citadel
Dr. Emily Moore, Medical University of South Carolina
Dr. Barton Palmer, Clemson University
Dr. Diane Perpich, Clemson University
Dr. Jennie Rakeshaw, Winthrop University
Dr. Jonathan Vare, Winthrop University
Dr. Ben White, Clemson University

Dr. Mike Raley called the meeting to order at 10:01 a.m. He welcomed all in attendance and asked the institutional representatives and visitors to introduce themselves.

1. Consideration of Minutes of March 22, 2012

Dr. Raley requested a motion to accept the minutes of March 22, 2012, as distributed. The motion was **moved** (Varnet) and **seconded** (Carson) and the Committee **voted unanimously to accept the Minutes as presented.**

2. Consideration of Program Planning Summaries

a. B.A., Cinema and World Cultures, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Varnet). Dr. Jackson explained that six of the program planning summaries being presented originate from the College of Architecture, Arts and Humanities. She stated that Clemson traditionally has not focused on developing new programs in the humanities and has not submitted an arts and humanities program for review and approval in decades. She informed the Committee that Clemson has offered minors in many fields and the number of students participating in these has increased. She continued by stating that Clemson now seeks approval to create degree programs from these popular minor programs.

Dr. Jackson specifically addressed the Cinema and World Cultures proposed program and described it as one which seeks to tie together film and cinema with global cultures. She stated that the program will incorporate a number of fields including arts, communication, history, and philosophy. She explained that graduates could easily progress to Clemson's graduate program in digital production arts. Dr. Jackson then introduced Dr. Palmer and Dr. Goodstein.

Dr. Raley informed the Committee that USC Columbia provided comments about the program via email. He stated that USC was not in opposition of the program. Dr. Finnigan stated that USC wanted to explain aspects of its similar Film and Media Studies program. She explained that the international aspect of this program is not clearly visible but is critical. She stated that USC offers two separate degrees that together parallel Clemson's proposed program.

Dr. Finnigan asked specifically about the concentration "Writing in Media." Dr. Palmer answered that the concentration involves screenwriting, and writing scripts for videos. He also explained to the Committee that Clemson has been in discussion with USC and hopes to collaborate with the USC programs.

Dr. Goldstein emphasized the program's intentions of sharing resources throughout Clemson's current programs.

Dr. Raley suggested that Clemson address in its full proposal the questions raised by USC and explain more fully about possible collaboration between Clemson and USC. Mr. Bjorn referred to the summary's lack of information regarding employment opportunities for graduates and suggested that more information be provided in the full program proposal in anticipation of Commission questions. He asked Clemson to elaborate in the full proposal whether the degree is more theoretical than one based in practical training, noting that different CIP codes apply based on the nature of the degree. He also stated that CHE staff could provide a more detailed list of related degrees offered by institutions in the state and region.

Dr. Palmer responded to Mr. Bjorn's comments and stated that the program is not oriented towards theory of film but instead oriented to the study film as a cultural phenomenon and as a way to provide international awareness.

Dr. Beard asked whether courses on world cultures will be included in the program's curriculum. Dr. Palmer answered that faculty are developing the curriculum now and that world cultures will be a topic of study. Dr. Beard asked about where the degree program would be housed. Dr. Palmer answered that the program will be housed in the College of Architecture, Arts, and Humanities rather than within a department because of its interdisciplinary nature.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Cinema and World Cultures, to be implemented in Fall 2014.

b. B.A., Global Cultural Studies, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Beard). Dr. Jackson described the proposed degree program as one which is designed to prepare students to work in today's world and in today's global marketplace. She stated that the program is an interdisciplinary broad-based liberal arts degree which will provide knowledge of world cultures and the complex connection between and among those cultures which has shaped the current world.

Dr. Goodstein commented about the growth of the S.C. economy over the last decade, especially of multi-national companies such as Boeing, Michelin, and Bridgestone. He stated that S.C.'s economy illustrates the globalization of the U.S. economy. Dr. Palmer explained that the proposed degree will prepare graduates more for an international business, law or finance career as compared with a government or state career.

Dr. Raley asked about the study-abroad aspect of the program and suggested that more details be provided in the full program proposal. He specifically asked about the phrase "study abroad or the equivalent." Dr. Palmer explained that Clemson faculty members are creating a summer course entitled Culture Immersion, which will make use of various resources to provide a multi-cultural experience. He explained that the course will be a hybrid course, meeting on campus except for a two-week experience in a multi-cultural city, region, or entity such as New York City or the United Nations organization. Dr. Jackson reiterated that if a student cannot study abroad due to costs, then he or she could experience other cultures in various locations in the United States.

Dr. Raley asked about the cost and burden of administrative load on the 120 students expected to be enrolled in this proposed program who must have the experience of studying abroad or being immersed in another culture. Dr. Jackson answered that Clemson's Office of International Studies will be able to handle these additional students without additional staff or resources. Dr. Goodstein commented that the College also has an Off-Campus Studies Director to support the work done by the Office of International Studies.

Mr. Mullins encouraged Clemson to clarify acronyms in the full program proposal for Commissioners' understanding. He also commented that a consistent title needs to be used throughout the full program proposal and he cited that both Global Cultural Studies and Cultural Studies are used in the planning summary as titles. He reiterated the need for Clemson to include employment opportunities for graduates in the full program proposal as well. Dr.

Raley emphasized the need for current employment opportunity data. Dr. Jackson responded and said that the most recent federal data is five years old.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Global Cultural Studies, to be implemented in Fall 2013.

c. B.A., Pan African Studies, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Priest). Dr. Jackson described the proposed degree program as an interdisciplinary one designed to create a framework for discourse on African and African-American experiences and how African cultures, histories and traditions impact the various regions where individuals have come to reside since the 16th century. She introduced Dr. Bartley and Dr. Goodstein.

Dr. Jackson informed the Committee that the proposed degree program grew out of a popular major and will offer concentrations which will help graduates seek specific employment. She commented that the curriculum reflects collaboration among various degree programs on campus.

Dr. Bartley stated that Africa has one of the fastest growing economies in the world and appropriate training and education about the region and its culture will allow graduates to create business opportunities throughout the world.

Dr. Raley asked whether the creation of a major will create a dearth of students in the current minor program. Dr. Jackson responded by stating Clemson anticipates a slow, steady growth of enrollment in the degree program and therefore the minor in Pan African Studies will not be affected drastically. Dr. Anderson expressed CHE staff's concern about expected low enrollment. Dr. Raley added that Commissioners will be concerned about a program which will take seven years to reach productivity standards. Dr. Jackson explained that Clemson is concerned as well about the productivity of a program and about graduation rates.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Pan African Studies, to be implemented in Fall 2013.

d. B.A., Religious Studies, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Carson). Dr. Jackson described the proposed program as an interdisciplinary humanities program which focuses on the academic study of the world's religious condition and how religions are related to every aspect of human existence. She informed the Committee that there is a wide interest among Clemson students and a healthy enrollment in Clemson's current minor. She introduced Dr. Maker and Dr. White.

Dr. Finnigan expressed University of South Carolina's support of the program.

Dr. Anderson asked about Clemson's consideration of shared instruction online with the College of Charleston and the University of South Carolina. She asked whether the program will be a traditional program, an online program, or a blended-instruction program. Dr. Maker answered that the program would be blended and Clemson will continue discussions started

with the College of Charleston and University of South Carolina, both of which support Clemson's proposed program. Dr. Anderson requested that more information on this topic be included in the full program proposal. Dr. Jackson clarified Clemson's response by stating that the delivery mode should not be changed to blended instruction, but should remain traditional. She explained that students of this program would be traditional on-campus students and any online courses would be isolated.

Dr. Jackson requested that clear definitions of each delivery type be created and provided by CHE staff for universities to utilize. Dr. Raley responded that CHE staff members are developing clearer definitions.

Dr. Raley commented on the Clemson's use of student surveys to demonstrate need for the proposed program. He stated that given the increase scrutiny of the Commission related to justification of need, he encouraged all institutions to not solely rely on student interest surveys to define need of the program.

Dr. Jackson reported that Clemson's student interest is based on data from the College Board which surveys students nationally and by state.

Dr. Raley responded that student interest can be used as part of a justification of need, but it should not serve as sole-justification for a program.

Dr. Jackson remarked that it is difficult to find reliable and valid data. She stated that College Board data is taken from pre-college students, not current college students. She continued by asking for guidance from CHE staff about obtaining valid information and data to support justification of need.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Religious Studies, to be implemented in Fall 2013.

e. B.A., Sports Communication, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Finnigan). Dr. Jackson informed the Committee that Clemson currently has a degree in Communication Studies with a concentration in Sports Communication as well as a minor in Sports Communication. She explained that Clemson seeks to terminate the concentration offering and offer a degree in Sports Communication. She cited student interest in the degree. Dr. Jackson stated that professionals serving in the sports arena need specific communication education to succeed. She introduced Dr. Karen Jones.

Dr. Jones explained that the proposed degree is unique and does not equate to a journalism or marketing degree.

Dr. Finnigan expressed support from USC for the proposed program and clarified that while Clemson will focus on communications in its approach, USC concentrates its focus of a similar degree on marketing.

Mr. Bjorn encouraged Clemson to include a clear description of job opportunities for graduates in its full proposal, given that the degree is a novel one.

Dr. Goodstein informed the Committee that Clemson plans to place a cap on enrollment at 100-120.

Mr. Bjorn encouraged Clemson to communicate with Oklahoma State in regards to its similar degree and specifically in regards to job opportunities for graduates. Dr. Jones agreed to contact Oklahoma State.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Sports Communication, to be implemented in Fall 2013.

f. B.A., Women's Leadership, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Boyd). Dr. Jackson explained that Clemson currently offers a minor in the field but seeks to offer a degree. She informed the Committee that the program will be interdisciplinary and will focus on the achievements of women in the arts, literature, social and natural sciences, engineering, and human development fields. She stated that students will be introduced to the basics of leadership, including key principles of leadership styles, ethics, and leadership for a global marketplace. Dr. Jackson added that the degree will have language and internship requirements.

Dr. Goodstein informed the Committee that the majority of students in this degree program will be double majors. He gave an example of a woman engineering major who also earns a second major in women's leadership. Dr. Perpich explained that the proposed program will approach women's studies differently than a traditional program which focuses on gender theory. She continued by stating that Clemson's Women's Leadership degree will focus on the achievements of women in the last 25 years and look forward to achievements in the future.

Dr. Beard asked whether Clemson's business college supports the program. Dr. Goodstein answered affirmatively.

Ms. Houpp encouraged Clemson to include more detailed employment opportunity data in the full program proposal. She also asked Clemson to provide more information about the similarities and differences between and among programs at other state institutions, including independent colleges and universities.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Women's Leadership, to be implemented in Fall 2013.

g. B.S., Youth Development Studies, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Priest). Dr. Jackson explained that the proposed program is unique in that Clemson currently offers an online graduate degree in the field and in that if the program is approved, it will be only the second online degree at Clemson. She stated that the program will target non-traditional students employed in youth development fields who already have at least 60 college credit hours. Dr. Jackson introduced Dr. Barcelona.

Dr. Barcelona informed the Committee that the proposed program if approved would be the only one of its kind in the state. He stated that the program will provide professional

development for youth workers such as after-school, camp, parks and recreation, and other non-profit youth organizational staff. He explained that the latest survey in the state shows that seven out of ten youth workers do not have bachelor's degrees.

Dr. Raley encouraged Clemson to provide more details in the full program proposal regarding admission requirements. Dr. Raley asked why the summary alludes to students taking three and a half years to complete a two-year program. Dr. Jackson answered that Clemson anticipates students who are employed and therefore only able to be part-time students.

Dr. Raley encouraged Clemson to provide more details in the full proposal regarding workforce data. Dr. Gregg asked whether traditional undergraduate students at Clemson have the opportunity to earn this proposed degree. Dr. Jackson answered that a current Clemson student would have to change majors or apply to this program once he or she has earned 60 credit hours. She asked again for clear definitions of delivery modes to be developed by CHE staff.

Dr. Beard asked whether graduates of this degree will receive a return on their investment by having their salaries increased. Dr. Barcelona responded that it is a challenge. He relayed to the Committee that Clemson's latest data shows that individuals with bachelor's degrees are more likely to be in full-time professional positions earning a higher salary than those without degrees.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Bachelor of Arts degree in Youth Development Studies, to be implemented in Fall 2013.

h. M.Ed., Interdisciplinary STEM Education, The Citadel

Dr. Hines introduced the planning summary from The Citadel. It was **moved** (Hines) and **seconded** (Priest). Dr. Hines introduced Citadel representatives Dean Johnson, Dean Metts, and Dr. Davakos. He explained that The Citadel already has a Center of Excellence in STEM education and programming and serves as a lead organization in the STEM initiative in the Lowcountry. He informed the Committee that The Citadel wants to provide an innovative approach with the proposed program and make it truly interdisciplinary with three participating schools: education, engineering, and science and mathematics.

Dr. Elmore asked whether students would be required to have disciplinary prefixes. Dr. Johnson answered that the final determination has not been made but that the prefix could be STEM. Dr. Varnet asked whether The Citadel will seek specialized accreditation for the program. Dr. Johnson answered that The Citadel will not seek specialized accreditation since the target audience for this degree will be current teachers already teaching in a STEM field.

Dr. Jackson expressed Clemson's support of the proposed degree.

Dr. Gregg asked The Citadel whether it will maintain its M.Ed. in Math Education. Dr. Metts answered affirmatively. Dr. Gregg responded by encouraging The Citadel to more clearly detail in the full proposal the differences between the current M.Ed. in Math Education and this new proposed degree. Dr. Gregg also suggested that The Citadel distinguish in the full proposal the courses which are new to the institution and the courses that are new in the program. She asked whether the institution will need new faculty for the program. Dr. Johnson answered that

the program will be a collaborative effort across three academic schools and that if enrollment numbers hold as projected, The Citadel will need new faculty members.

The Committee **voted unanimously to accept** the planning summary for The Citadel to develop a new program leading to the Master of Education degree in Interdisciplinary STEM Education, to be implemented in Fall 2013.

i. M.S., Sport Management, The Citadel

Dr. Hines introduced the planning summary from The Citadel. It was **moved** (Hines) and **seconded** (Jackson). Dr. Finnigan presented concerns from USC including an issue of duplication. She asked about the differences between the proposed program and USC's current program, M.S. in Sport Entertainment Management, explaining that USC's program focuses 75% on sport management. Dr. Finnigan asked about internship positions and expressed concern about USC's long-standing internship positions in Charleston.

Dr. Davakos stated that four public institutions in the state have similar programs. He explained that Charleston offers enough internship opportunity to cover both USC's and The Citadel's programs. He stated The Citadel seeks a niche market with its program, emphasizing fitness sports such as triathlons, marathons, cycling races, etc. He shared with the Committee that The Citadel currently has 20 students in its graduate certificate program in Sports Management in Sales and Marketing and many of these students are interested in a graduate degree.

Dr. Davakos assured the Committee that The Citadel does not seek to compete with USC's program and desires its program to have different concentrations. Dr. Finnigan asked The Citadel to provide more clarification about the unique aspects of its program in the full proposal. Dr. Metts answered affirmatively and also added that the proposal will address the concern over internship site availability.

Dr. Jackson asked The Citadel to provide clarification in its full proposal regarding the program being a thesis or non-thesis graduate program.

The Committee **voted unanimously to accept** the planning summary for The Citadel to develop a new program leading to the Master of Science degree in Sport Management, to be implemented in January 2013.

j. Ph.D., Applied Health Research and Evaluation, Clemson University

Dr. Jackson introduced the planning summary from Clemson University. It was **moved** (Jackson) and **seconded** (Varnet). Dr. Jackson explained to the Committee that the proposed program originates from the Department of Public Health Sciences. She stated that Clemson has a healthy undergraduate degree in the same field that has been in existence for 20 years. She explained that Clemson has a strong research program despite not having a school of medicine or public health. Dr. Jackson described the program as recognizing the need for researchers who are skilled in evaluating clinical and compilation health data and capable of working across disciplinary boundaries. She stated that Clemson anticipates a slow growth of the program. She introduced Dr. Kemper.

Dr. Finnigan expressed USC's concern about academic quality and duplication. She asked whether there will be a large enough pool of candidates for two very similar doctoral degree programs.

Dr. Kemper responded that several Clemson faculty members are graduates of the Arnold School of Public Health and have influenced the philosophies of the proposed program. She stated that Clemson does not seek to duplicate the program at USC and that it will focus on evaluation and emphasize the applied nature of general health research. She explained that through the program, Clemson seeks to expand its work with partners in hospital settings and community settings.

Dr. Finnigan asked why Clemson is seeking approval for a doctoral degree without first submitting a proposal for a graduate program. Dr. Kemper responded that is was a pragmatic decision based on the need for research and that Clemson is considering submitting a graduate degree program in the future. Dr. Jackson answered that the university made a strategic decision years ago to concentrate on doctoral growth, not growth in master's degrees.

Dr. Jackson addressed the possibility of creating a stop-out master's degree in this field. Dr. Raley asked Dr. Jackson to submit the stop-out master's at the same time as proposing the doctoral degree.

Dr. Kemper reiterated that Clemson does not want a stand-alone master's degree and explained that faculty have considered a clinical research certificate as another option.

Dr. Jackson expressed interest in collaboration with USC, and Dr. Kemper stated that faculty are already partnering with USC.

Ms. Houp encouraged Clemson to include more details in the full proposal of the similarities and differences of similar programs in the state, region, and nation.

The Committee **voted unanimously to accept** the planning summary for Clemson University to develop a new program leading to the Doctor of Philosophy degree in Applied Health Research and Evaluation, to be implemented in Fall 2013.

3. Consideration of Program Modifications

- a. B.S., Elementary Education, adding PEU core course, Winthrop University and**
- b. B.S., Early Childhood Education, adding PEU core courses, Winthrop University**

Dr. Boyd introduced the program modifications from Winthrop University. They were **moved** (Boyd) and **seconded** (Jackson). Dr. Boyd informed the Committee that Winthrop seeks to incorporate its new Professional Education Unit (PEU) core curriculum into both programs. She explained that graduates of these programs will meet certification course requirements for Elementary Education grades 2-6 and Early Childhood Education (Pre-K through Grade 12). She stated that the PEU core is being modified for all Winthrop's education programs after extensive collaboration with university schools, faculty, staff, and students and determination to improve the core and to become a more clinical field-based program. She introduced Dr. Rakestraw, Dr. Johnson and Dr. Vare.

Dr. Beard asked whether a separate degree in Early Childhood is still critical. Dr. Rakestraw answered that Winthrop still maintains a separate program and referred to it as a distinct field. Dr. Johnson cited the need for both programs and stated that educators need to be trained to accept different developmental, cultural, and diverse student populations regardless of age and grade level.

Dr. Beard asked whether graduates would be prepared to take add-on certification exams if they so wished. Dr. Rakestraw answered affirmatively.

Mr. Drueke reiterated the major change presented in both the modifications for the B.S. in Elementary Education and the B.S. in Early Childhood as the restructuring of the PEU core curriculum which will be utilized in every educational degree.

Dr. Gregg asked that Winthrop provide CHE with a chart highlighting the current core courses as compared to the new ones. She also asked that new courses to the institution be differentiated from new courses to the programs. Dr. Rakestraw responded that Winthrop would provide CHE with the requested information. She also stated that the core courses are all new and re-designed.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its programs leading to the Bachelor of Science degree in Elementary Education and the Bachelor of Science degree in Early Childhood Education to add PEU core courses, to be implemented in Fall 2013.

c. Master of Music, adding six concentrations: Composition, Conducting, Jazz Studies, Music History, Opera Theatre, Piano Pedagogy, University of South Carolina Columbia

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. It was **moved** (Finnigan) and **seconded** (Carson). Dr. Finnigan informed the Committee that USC is seeking approval to consolidate six different degrees into concentrations under the degree of Master of Music. She stated that USC considered the suggestion to create these concentrations from the CHE Program Productivity Report.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Master of Music degree to add six concentrations in Composition, Conducting, Jazz Studies, Music History, Opera Theatre, Piano Pedagogy, to be implemented in Fall 2012.

4. Discussion of Potential Revisions to the Dual Enrollment Policy

Dr. Raley introduced the item and then introduced Ms. Stephanie Frazier from the S.C. Technical College System office. Dr. Raley gave a broad overview of the Dual Enrollment Policy. He explained the firm policy that every student in a dual-enrollment class must receive college credit. He stated that one student cannot receive high school credit while another student in the same class receives college credit; all students must be receiving college credit. He informed the Committee that a special case exists for vocational center classes whereby one student might be receiving high school credit while another is taking the class for technical college credit.

Ms. Frazier addressed the Committee and relayed the proposed additional language under Item III.E of the policy:

“Note: Technical/community colleges may request and receive approval from the South Carolina Technical College System (SCTCS) for an exemption from this part of the policy for technical/occupational courses only. Requests may be submitted to the SCTCS Academic Affairs Division for technical/occupational courses only (e.g., WLD, AUT, BCT,

etc.) and will not be considered for general education coursework (e.g., ENG, BIO, HIS, etc.) Requests must be received prior to each semester the course will be used for dual enrollment credit. Approval authorizes the requested course to be offered for both high school and college credit in a single class provided that the high school and college credit versions differ in rigor and that such differences are clearly stated to students. SCTCS staff will inform the Commission of courses which receive approval for exemption.”

Dr. Raley commented that this policy will not apply to regional USC campuses.

Dr. Varnet asked whether this policy will only apply to non-academic, vocational classes. Dr. Raley answered affirmatively that it will apply to technical courses.

Dr. Jackson expressed her concern about the reality of ensuring that the student who is earning college credit will receive the appropriate educational rigor. She stated that classes with both high school level and college level instruction are only as good as the faculty members who teach them. She stressed the need for high quality faculty members who can easily present both levels of instruction. She also suggested that frequent evaluations be conducted to ensure that the rigor is appropriate. Dr. Jackson asked whether the policy could be considered a short-term policy until high schools and technical colleges secure enough resourcing to provide two separate sections, one geared for high school instruction and the other for college instruction.

Ms. Frazier responded by stating that SCTCS could provide an annual report on the colleges which apply and receive exemption. Dr. Raley suggested that a standard brochure be created and used to differentiate between high school and college credit.

Ms. Elmore informed the Committee that many classes in these exemption-able fields offer the same certification regardless of a student’s level of instruction; both high school and college students sit for the same national exam. Dr. Jackson asked why a student would choose to pay for college credit then. Ms. Elmore answered that students may choose to take college credit because the credit helps them to the next level of instruction or the next rung of a career ladder.

Dr. Raley then asked the members whether they are in support of this policy exemption. Dr. Raley asked the members whether they wished the statement about rigor be removed from the policy language. Dr. Jackson answered affirmatively and suggested that language be added to describe these courses as non-transferrable.

Dr. Varnet asked about the timing of this change. Dr. Raley expressed his desire to present the modified language at the September CAAL and then at the October CHE. Dr. Raley informed the Committee that the revised language will be sent via email for the members to review.

Ms. Houpp clarified that these exemption-able courses are not transferrable to four-year institutions, but are transferrable among two-year institutions.

5. Discussion of Revision to *Policies and Procedures for New Academic Program Approval and Program Termination*

Dr. Raley introduced this item and informed members of the major proposed changes. He explained that the revisions are being made at the request of Commissioners. He explained that a revised copy would be sent to members for review in the next week. He asked members to review the document for content changes.

Dr. Raley described most of the changes as organizational, editorial, and process-oriented. He said that the Commissioners requested changes regarding institutions moving degree programs to new sites and requested changes to the process to allow for overall efficiency.

Dr. Raley explained that CHE staff members are considering three additional changes. He gave an overview for each of the following: 1.) formatting of the staff analysis; 2.) having three instead of four CAAL and ACAP meetings per year; 3.) ACAP reviewing Planning Summaries by electronic only and changing the review of full proposals so that ACAP reviews them at its meetings.

Dr. Jackson expressed her support for changes in the timeline of meetings.

6. Presentation of *Annual Report on Academic Common Market, 2012*

Given time restraints, Dr. Raley asked the Committee members to review this document and present any comments or questions to CHE staff via email.

7. Presentation of *Annual Report on Terminated and Approved Programs, FY 2011-12*

Given time restraints, Dr. Raley asked the Committee members to review this document and present any comments or questions to CHE staff via email.

8. Presentation of *Notifications of Program Changes and/or Terminations, March-May 2012*

Given time restraints, Dr. Raley asked the Committee members to review this document and present any comments or questions to CHE staff via email.

9. Presentation of *Annual Report on Admissions Standards for First-Time Entering Freshmen, FY 2011-12*

Given time restraints, Dr. Raley asked the Committee members to review this document and present any comments or questions to CHE staff via email.

10. Presentation of *Transfer Guide for Nursing Programs*

Given time restraints, Dr. Raley asked the Committee members to review this document and present any comments or questions to CHE staff via email.

11. Other Business**-Survey of Online Science Lab Policies**

Dr. Raley announced that CHE staff will send surveys to ACAP members regarding online science lab policies.

Dr. Raley thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 1:00 p.m.